

Reading Toolkit: Grade 5 Objective 2.A.5.a

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 5. Identify and explain the author's use of language

Objective a. Identify and explain specific words or phrases that contribute to the meaning of a text

Assessment Limits:

Significant words and phrases with a specific effect on meaning

Figurative language

Idioms

Connotations of grade-appropriate words

Technical or content vocabulary

Denotations of above-grade-level words in context

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Lesson Seeds

Reading Grade 5 Objective 2.A.5.a

Activities

Prior to students reading an informational passage, the teacher will preview the text and select several words that are essential to the understanding of the text. Before students begin reading, the teacher will share these words in context with the class. Students will use context clues to suggest a meaning for each word. Students will be instructed to read the text with the purpose of determining whether or not the meaning suggestions proved valid or needed to be adjusted. After reading is complete teacher and students will review the words, determine a correct meaning for each, and discuss how knowing the meanings of those words is essential to understanding that informational passage.

Prior to reading an informational text, with teacher direction students will preview the text with the purpose of identifying its genre and predicting the type of language that will be used in that type of genre. Suggestions for type of language may include formal, informal, persuasive, descriptive etc...As students read they should be aware of language and circle or use post-its to identify words that indicate a specific style. Once reading is complete, assign each student a partner, have them review their marked texts, and determine the type of language used. Selected partners should share their findings with the class telling the style of the language and supporting that assertion with text support.

The teacher will provide students with a series of advertisements. With teacher direction students will identify words within the advertisement that are intended to persuade a reader. Next, students will identify the specific purpose of the ad. A sample student response should begin..."This advertisement persuades me to believe...." Finally students will analyze the words they have already identified as persuasive. In a teacher-directed discussion, students will determine the finer points and subtleties of each persuasive word looking at the associations the words evoke and their layers of meaning. For example, if a product or idea were to be associated with the word "springtime" in an advertisement, the word could be associated with ideas of rebirth, newness, change, etc...

The teacher will instruct students to read an informational passage. After the initial reading is complete, the teacher will select one sentence from the text which contains a word essential to the understanding of the text. Students will be asked to brainstorm other words that might replace the essential word. After a series of words has been suggested, the teacher and student will determine how the different word alters the meaning of the passage. A final determination will be made with the original word and its effect on the meaning of the passage.

Clarification

Reading Grade 5 Indicator 2.A.5

To show proficiency of the skills stated in this indicator, a reader will be able to identify, explain, and analyze an **author's use of language**, specific words or phrases that contribute to the meaning of a text or to the creation of an author's style. Author's style is the way an author uses language to express his/her thoughts. This may include word choice and figurative language. These words are purposeful and give clues to readers about the meaning and tone of a text or portion of a text. Used in conjunction with other text elements, the author's use of language assists readers in constructing meaning.

To identify, explain and analyze specific words or phrases, a reader must distinguish among the different types of word choices in texts or portions of texts. Word choice can make a point, set a tone, or reveal an author's style. By recognizing the different types of word choices, clarifying their purpose, and examining their implications, readers are better able to construct meaning from text.

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|-----------------------------------|--|
| • Significant Words | words that are necessary to a reader's understanding of a text |
| • Figurative Language | language that relays a meaning beyond a literal meaning |
| | Simile: stated comparison of two things that have some quality in common using the words like or as |
| | Metaphor: stated comparison of two things that have some quality in common <u>not</u> using the words like or as |
| | Personification: stating that an inanimate object has lifelike characteristics |
| • Idiom | phrase/expressions whose meaning cannot be understood from the literal meaning of the words in it Hold your tongue is an English idiom meaning keep quiet. |
| • Colloquialism | familiar, informal, everyday talk Movies is an informal term for the more formal term cinema. |
| • Connotation | idea or feeling associated with a word in addition to its literal meaning |
| • Technical or Content Vocabulary | words that are specific to an area of study |
| • Denotation | literal, dictionary meaning of a word |
| • Discernible Word Style | words associated with persuasive, formal, or informal writing |

To identify, explain, and analyze language that creates tone a reader must first know that tone expresses the author's attitude toward his or her subject. The language, punctuation, and details a writer chooses help create the tone which could be serious, playful, angry,

sad, etc... In addition to specific word choices the inclusion of specific punctuation helps relay an author's attitude. A reader identifies words or phrases in a text that, in conjunction with the content of the text, signal the author's attitude toward the subject of that text. Once those words have been identified, a reader can tell how those words create a specific tone. Ultimately a reader can examine the specific words an author uses to create a specific tone. A critical reader examines word choice, punctuation, and content to determine if a particular tone is appropriate to a subject. For example, in an editorial that addresses the aftermath of a natural disaster, the tone would be serious or thoughtful.

To identify, explain, and analyze the effects of repetition in a text, a reader becomes aware of the repeated use of words and phrases in a text. A critical reader notes the portion of a text where repetition occurs and determines why an author draws attention to and what is important about that portion of text. An author may slightly change the repeated words and phrases to draw continued emphasis to the ideas in that portion of text. Finally, a critical reader uses repetition or altered repetition to focus on those ideas that help a reader construct meaning of an entire text.

Sample Item #1 Brief Constructed Response (BCR) Item with Annotated Student Responses

Question

Read the article 'A Brick to Cuddle Up To' and answer the following question.

Read this sentence from paragraph 2.

Winters were hard in this New World, and the colonists had to think of clever ways to fight the cold.

Explain whether the word clever is a good word to describe the ways colonists fought the cold. In your response, use information from the passage that supports your answer. Write your answer on your answer document.

Annotated Student Responses

No because the heat
doesn't last or might not
last for the whole night.
It's only temporary.

Annotation: The reader states that clever is not a good word "because the heat doesn't last or might not last for the whole night. It's only temporary." To improve this response the reader could explain that something temporary does not last and has to be replaced. Then the reader could identify some of the other temporary solutions used by the colonists such as bathing in front of fireplaces, foot stoves, and bed warmers.

Clever is a good way to describe
the ways colonists fought the
cold because the ways they did were
odd. They were odd because
most people now do not take
baths in the kitchen or sleep
with a brick and change under
their covers.

Annotation: The reader states that clever is a good word "because the ways they did were odd" equating doing something in a clever way as "odd" or unusual. The reader explains how clever these odd methods were by stating that "most people now do not take baths in the kitchen or sleep with a brick and change under their covers." To improve this response the reader could compare these odd methods with modern ways of fighting the cold.

Clever is a good word to describe the ways colonists fought the cold because foot stoves and warm bricks were a great idea. I never would've thought of those things.

Annotation: The reader states that "clever is a good word...because foot stoves and warm bricks were a great idea" and adds a personal note that "I never would've thought of those things." To improve this response the reader could explain how the colonists used available items such as foot stoves and warm bricks as temporary warmers.

Handouts

A Brick to Cuddle Up To

Imagine shivering on a cold winter's night. The tip of your nose tingles in the frosty air. Finally, you climb into bed and find the toasty treat you have been waiting for—your very own hot brick.

²If you had lived in colonial days, that would not sound as strange as it does today. Winters were hard in this New World, and the colonists had to think of clever ways to fight the cold. At bedtime, they heated soapstones, or bricks, in the fireplace. They wrapped the bricks in cloths and tucked them into their beds. The brick kept them warm at night, at least for as long as its heat lasted.

Before the colonists slipped into bed, they rubbed their icy sheets with a bed warmer. This was a metal pan with a long wooden handle. The pan held hot embers from the fireplace. It warmed the bedding so well that sleepy bodies had to wait until the sheets cooled before climbing in.

Staying warm wasn't just a bedtime problem. On winter rides, colonial travelers covered themselves with animal skins and warm blankets. Tucked under the blankets, near their feet, were small tin boxes called foot stoves.

A foot stove held burning coals. Hot smoke puffed from small holes in the stove's lid, soothing freezing feet and legs. When the colonists went to Sunday services, their foot stoves, furs and blankets went with them. The meeting houses had no heat of their own until the 1800s.

⁶At home, colonial families huddled close to the fireplace, or hearth. The fireplace was wide and high enough to hold a large fire, but its chimney was large, too. That caused a problem: Gusts of cold air blew into the house. The area near the fire was warm, but in the rest of the room it might still be cold enough to see your breath.

⁷Reading or needlework was done by candlelight, or by the light of the fire. During the winter, animal skins sealed the draft windows of some cabins and blocked out the daylight. The living area inside was gloomy, except in the circle of light at the hearth.

Early Americans did not bathe as often as we do. When they did, their "bathroom" was the kitchen, in that toasty space by the hearth. They partially filled a tub with cold water, then warmed it up with water heated in the fireplace. A blanket draped from chairs for privacy also let the fire's warmth surround the bather.

The household cooks spent hours at the hearth. They stirred the kettle of corn pudding or checked the baking bread while the rest of the family carried on their own fireside activities. So you can see why the fireplace was the center of a colonial home.

¹⁰The only time the fire was allowed to die down was at bedtime. Ashes would be piled over the fire, reducing it to embers that might glow until morning.

By sunrise, the hot brick had become a cold stone once more. An early riser might get dressed under the covers, then hurry to the hearth to warm up.

Maybe you'd enjoy hearing someone who kept warm in these ways tell you what it was like. You wouldn't need to look for someone who has been living for two hundred years. In

many parts of the country the modern ways didn't take over from the old ones until recently. Your own grandparents or other older people might remember the warmth of a hearthside and the joy of having a brick to cuddle up to.

Rubric - Brief Constructed Response (BCR)

Score 3

The response demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Effectively uses text-relevant¹ information to clarify or extend understanding

Score 2

The response demonstrates a general understanding of the text.

- Partially addresses the demands of the question
- Uses text-relevant¹ information to show understanding

Score 1

The response demonstrates a minimal understanding of the text.

- Minimally addresses the demands of the question
- Uses minimal information to show some understanding of the text in relation to the question

Score 0

The response is completely incorrect, irrelevant to the question, or missing.²

Notes:

¹ Text-relevant: This information may or may not be an exact copy (quote) of the text but is clearly related to the text and often shows an analysis and/or interpretation of important ideas. Students may incorporate information to show connections to relevant prior experience as appropriate.

² An exact copy (quote) or paraphrase of the question that provides no new relevant information will receive a score of "0".

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